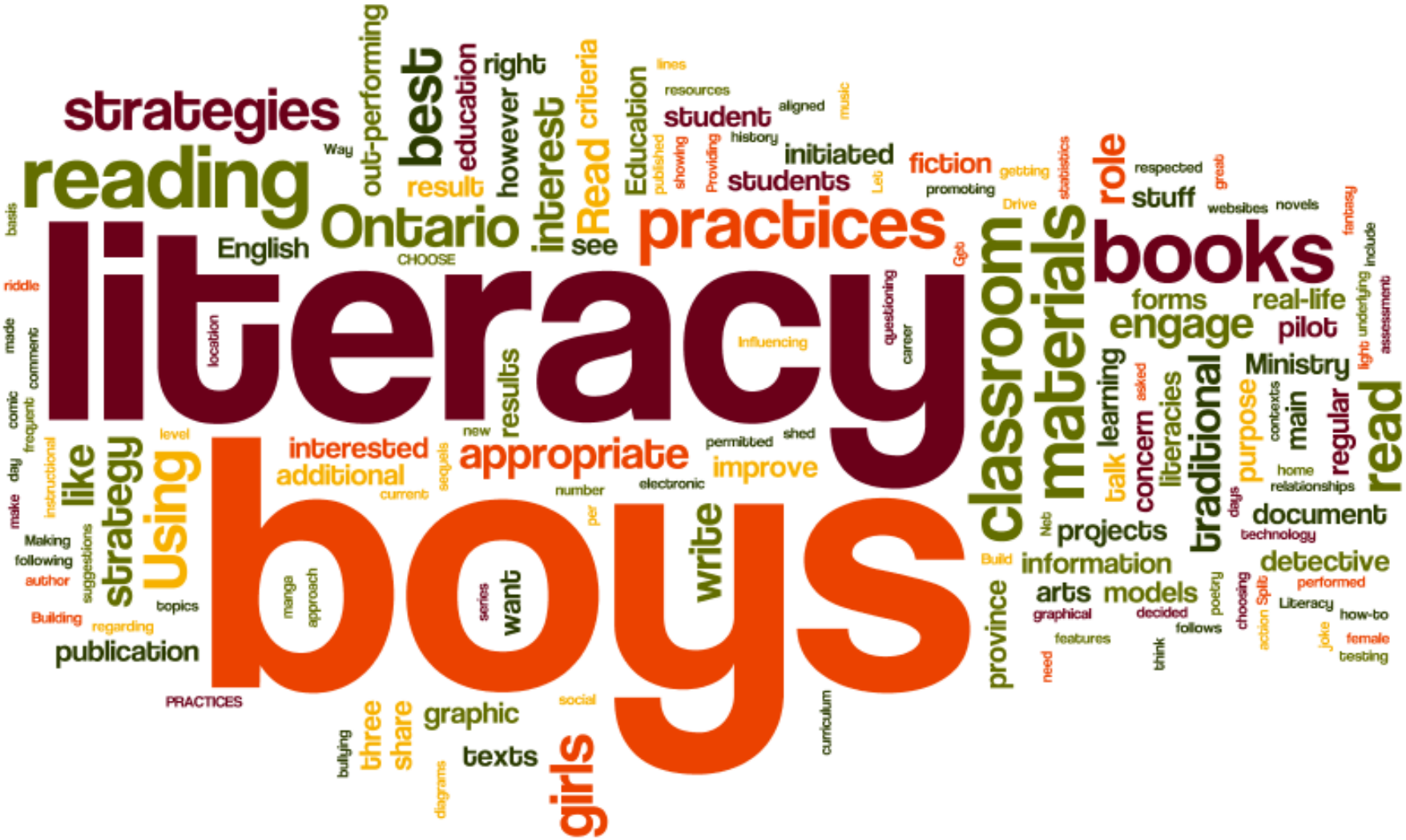
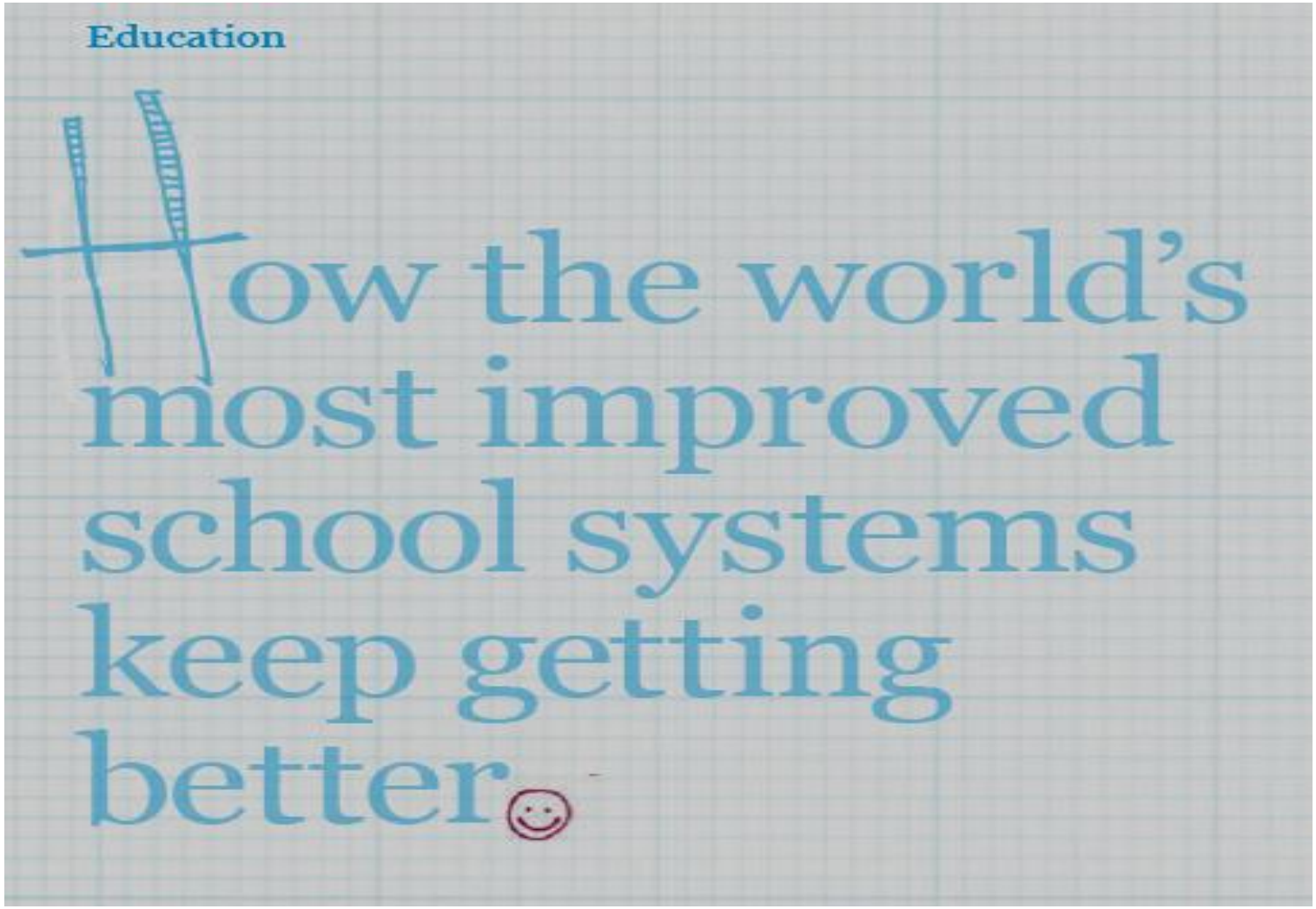


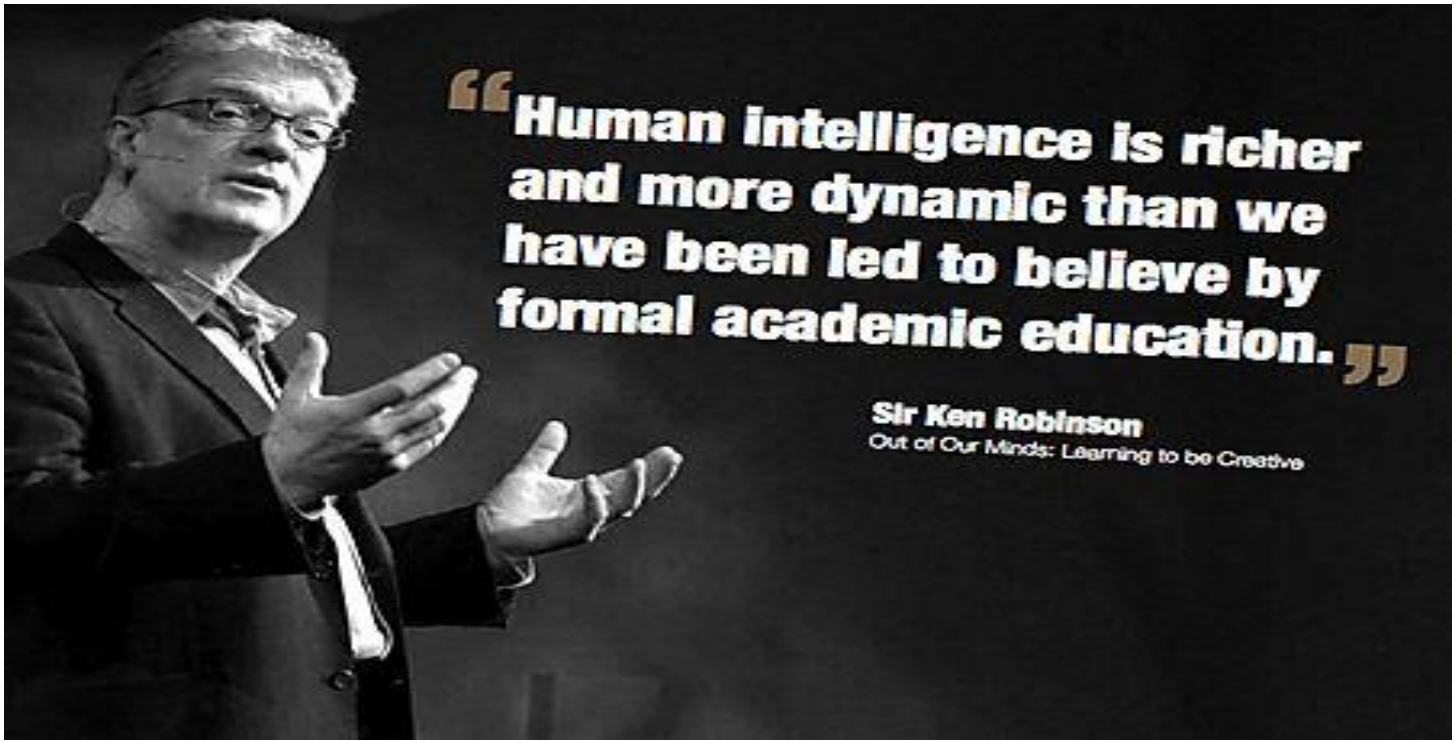
“Insane in the Membrane?”



Source: McKinsey and Company,

Highlights

Improvement can start from any student outcome level, whatever the geography, culture or income.



Thoughts & Observations

Every student is gifted in some way. Thinkers, dreamers, planners, motivators, creators, doers—you'll see them all.

Gifts and the gifted must be handled with care.

Observe your students. Find out what intrigues them, what inspires them, what makes them tick. Then play to their strengths—and challenge their weaknesses.

Let the actors act; they'll inspire others.
Let the dreamers dream; they'll discover a different path.
Give the creators some clay; you'll be amazed at what they produce.

Find the greatness and release it.

(Stan Toler, Minute Motivators)

Agenda

- **Minds On:**
  - **Literacy Challenges for Students**
  - **Brain Differences**
  - **Guided Practice**
- **Action:**
  - **Strategies for Success**
    - **Literacy Shutter**
    - **Stepping Out**
- **Consolidation:**
  - **Contextualize to Subject Areas**

"But before we move on, allow me to belabor the point even further..."

Learning Goals

By the end of this session you will be able:

- To reflect on the needs of struggling and reluctant readers across content areas
- Articulate strategies teachers and students can use to promote good reading skills.

Difficulties

Students entering secondary school with low levels of literacy will find it difficult to:

- Understand the language of secondary textbooks
- Understand symbolic representations, such as graphs
- Extract relevant details from an extended piece of writing or oral instructions
- Identify the main ideas in, or summarize, a short paragraph

- Spell subject-specific vocabulary

Ineffective Readers…

Typically, ineffective readers will:

1. Not know what they're looking for in a reading passage
2. **Ignore directions**
3. Read in an environment full of distractions
4. **Treat all texts the same** without knowing how they work and should be read
5. Dive in **without predicting** what the text might be about
6. Ask no questions about what they're reading
7. Decode the words on the page without understanding the content and without stopping to ask for help
8. **Not connect** the reading to anything else
9. Be easily frustrated
10. **Read at a surface level** as passive learners
11. Not have the strategies to sort out new words or concepts
12. **See the task as finishing the reading**, not using or applying what they've read

Board Level Findings: OSSLT IIR

- **From review of the questions, repeating themes around reading challenges for students who were unsuccessful included:**
  - **Long and Short Informational Text (Reading)**
  - **Graphical Text (Reading)**
  - **Text skimming/scanning strategies**
  - **Identifying topic, main idea or purpose**

Board Level Findings: OSSLT IIR

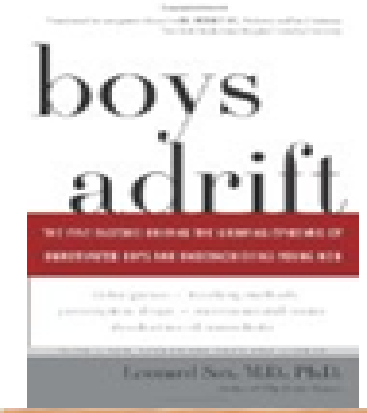
- **From review of the questions, repeating themes around responding challenges for students who were unsuccessful included:**
  - **Challenging questions targeting implicitly stated ideas and making connections with information**
  - **Summary including main idea and relevant point**
  - **Grammar and Use of Conventions**
  - **Multiple-choice strategies**

BLOGGERS

Leonard Sax, MD, PhD

After earning his bachelor's degree in biology from MIT, and then an MD and a PhD (in psychology) from the University of Pennsylvania, Leonard Sax completed a three-year residency and then launched a family medical practice in a suburb of Washington DC. He practiced in the same town for 18 years. During that time, as he watched his own patients grow from toddlers to tweens to teens, Dr. Sax became convinced that gender differences among children - both between the sexes, as well as variations among girls and among boys - are more important, and more hardwired, than is generally recognized. His first-hand clinical experience, supplemented now by his visits to more than 200 communities around the United States, Canada, Australia, New Zealand, and the United Kingdom - led him to write a series of articles, and three books, on the importance of gender in child and adolescent development. In 2008, Dr. Sax hung up his stethoscope in order to devote himself full-time to "being a better Dad and a better husband" - and also in order to have more time to study the emerging science of sex differences. His peronal web site is www.leonardsax.com.

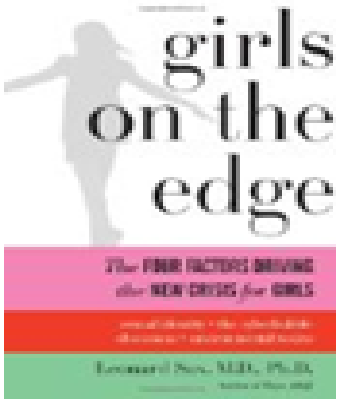
Books by Leonard Sax, MD, PhD



Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men

by Leonard Sax
Basic Books

buy now



Girls on the Edge: The Four Factors Driving the New Crisis for Girls- Sexual Identity, the Cyberbubble, Obsessions, Environmental Toxins

by Leonard Sax
Basic Books

buy now

He Says	I Say
"The differences in ability are non-existent. The differences in motivation are very large." "Boys tend to regard academic achievement as unmasculine."	What is your experience with this statement?

And So

What practices have you employed to re-engage boys?
How have you made academic achievement manly?

Guided Practice

Guided Practice / Guided Reading Defined by Division
INTERMEDIATE / SENIOR (Grades 9 to12): Guided Practice (Continued) A Three-Part guided practice session begins with a "Before Reading / Mind's On" segment, providing time for students to use reading strategies to understand new concepts and respond to a selected text. The teacher provides a brief introduction to help students activate prior knowledge, previews the supports and challenges of the text, and provides a purpose for reading. The "During Reading / Action" part of the session includes a reading of the text, which focuses on making meaning and interpreting content, text form or organization and text features. Teacher observation of students' reading behaviours and brief interactions with individual students can occur at this time. A guided session concludes with an "After Reading / Consolidation" segment, by revisiting the purpose for reading and using higher order thinking and critical thinking to respond to the big ideas of the text or subject area, and any challenges experienced. While guided practice sessions are intentionally created to address challenging concepts and issues, teachers can also modify these plans in response to student needs as they arise.

Guided Practice Essentials

3 Part Lesson

Activate Prior Knowledge

Reading Strategies

Provide Preview & Focus

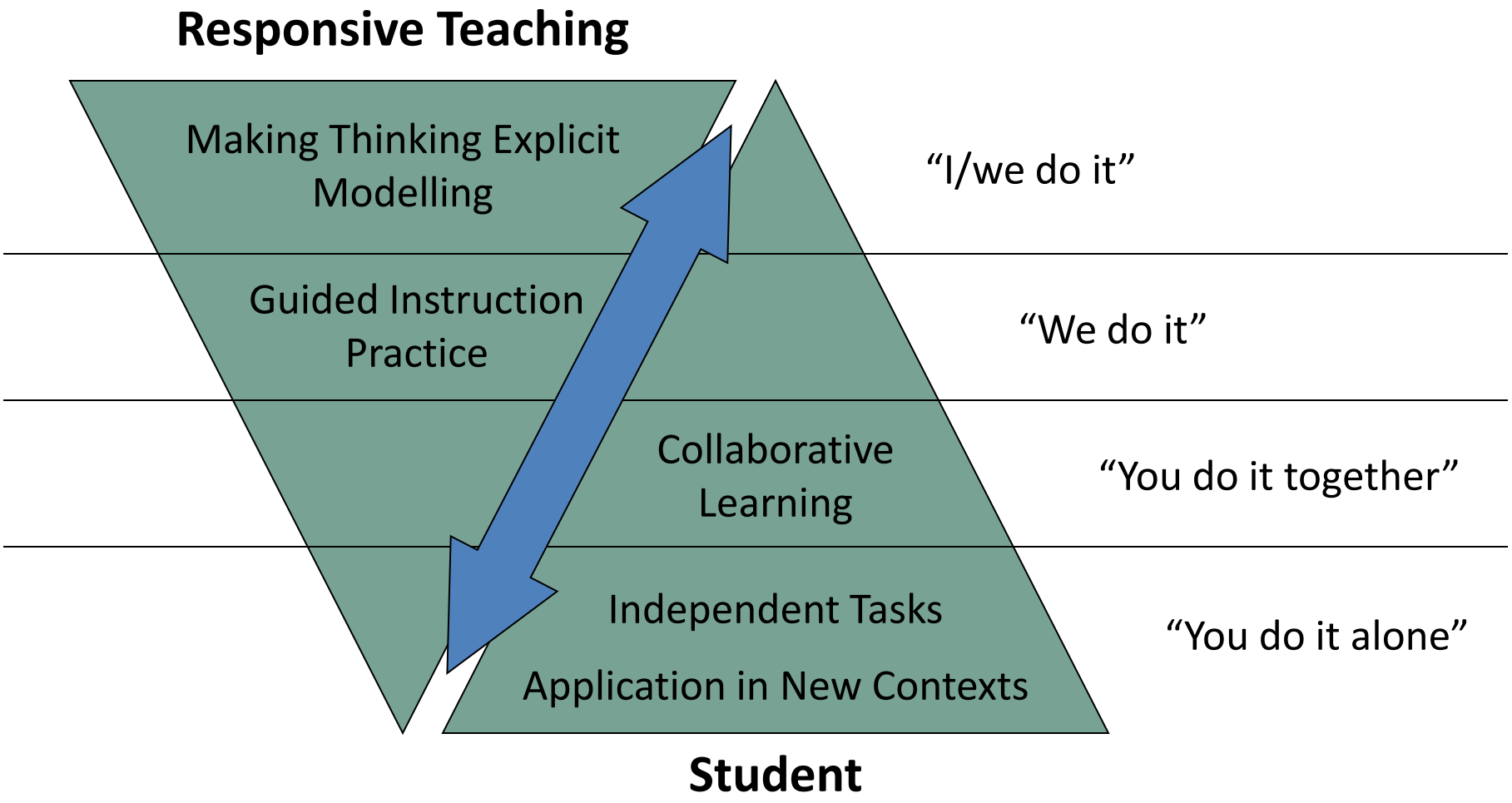
Critical Thinking

Interpret Text Features

Intentional

Address challenging concepts and issues

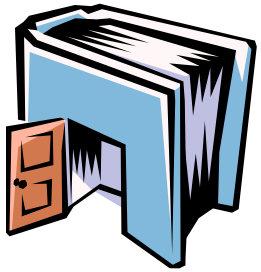
A Gradual Release of Responsibility Model



Informed by: Frey, Fisher & Everlove (2009)

Guided Reading Resources

No publisher can tell you what your students know and can do, and what they need to learn next. Your ongoing assessments, your relationships with your students, and your professional knowledge of the reading process are the best sources of information for determining learning objectives of your Guided Reading lessons.



Lori Jamison Rog in Guided Reading Basics, 2003

Give Guided Practice a Go!

Select a small group of students with similar needs… “Focus on Five”

While the other students are engaged in Independent Reading…

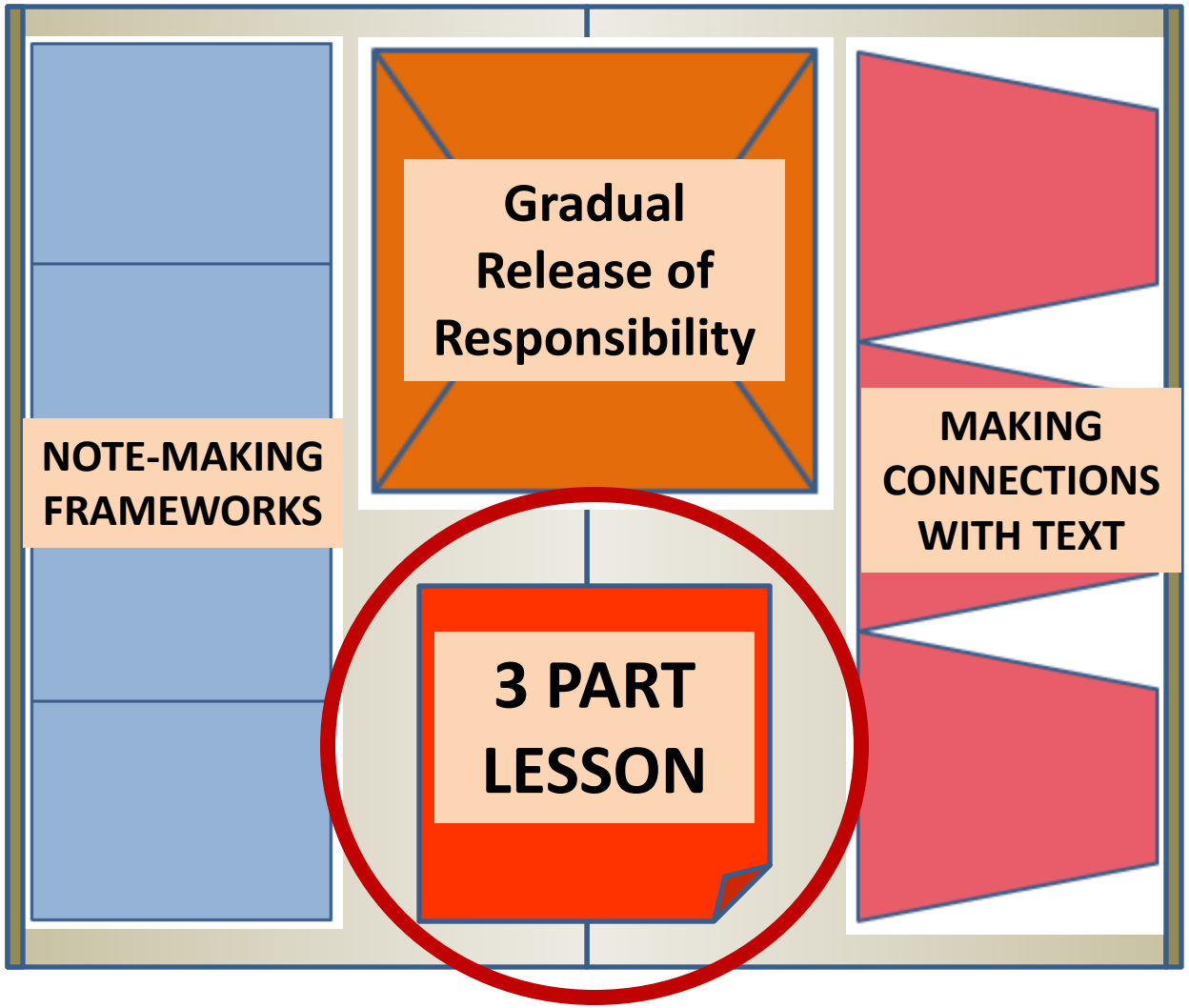
Meet the group repeatedly, whenever they are approaching a challenging text.

ACTION!

The Literacy 'Shutter'

A model you can use that allows students to organize their thoughts

Makes use of manipulatives and graphic organizers


Gradual Release of Responsibility
NOTE-MAKING FRAMEWORKS
MAKING CONNECTIONS WITH TEXT
3 PART LESSON

3 PART LESSON

MINDS ON	ACTION

MINDS

LIDATION

How about that:
A classic case of hook, line and sinker...

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

The Hook

ACTION

CONSOLIDATION

- positive learning environment
- prior learning and/or experiences
- Set the context

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning

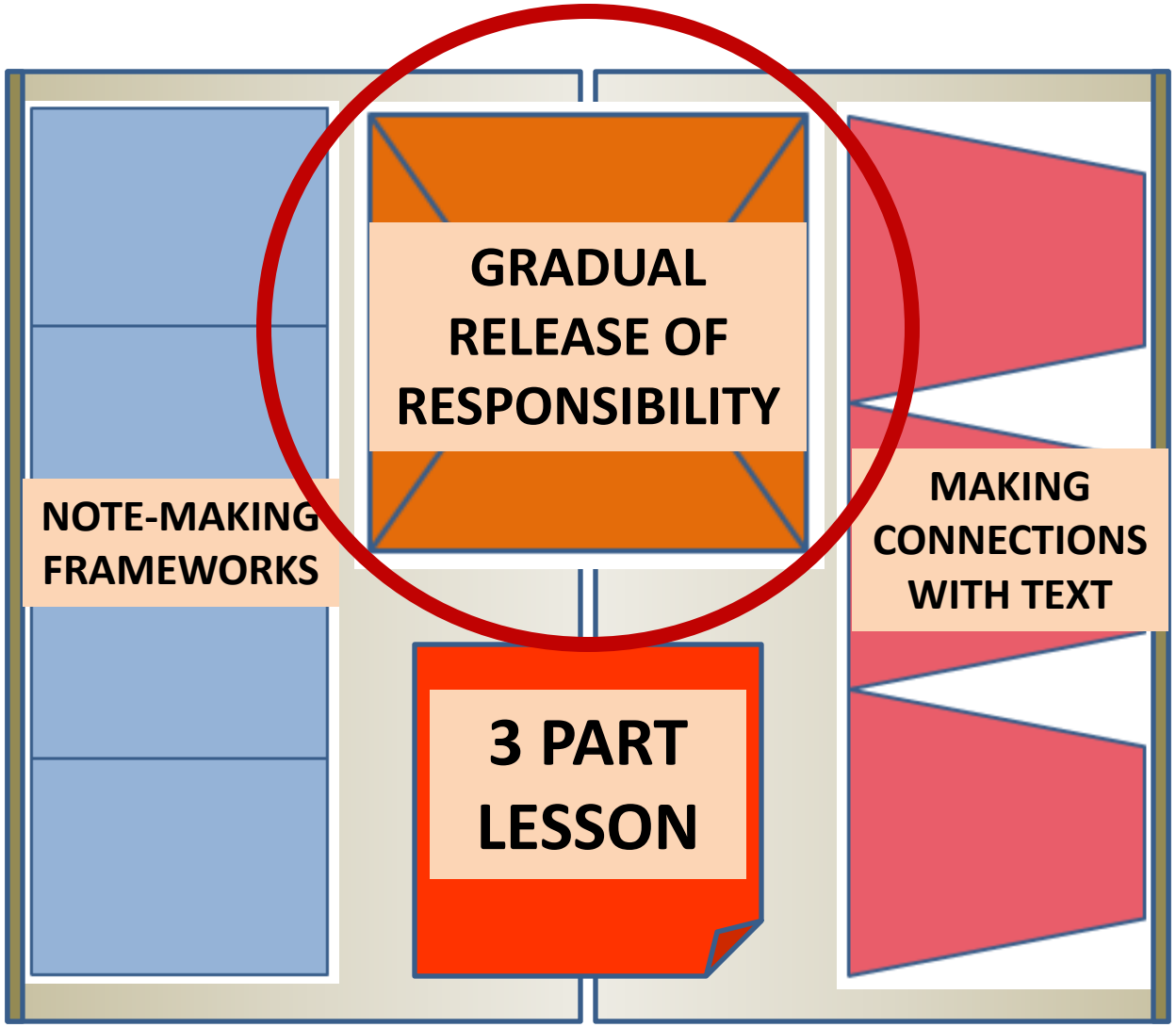
Hook

The Line

CONSOLIDATION

◆ positive learning environment ◆ prior learning and/or experiences ◆ Set the context	◆ Introduce new learning ◆ Opportunities for practice and application	◆ Helping students demonstrate what they have learned ◆ Providing opportunities for consolidation and reflection
Hook	**Line**	**The Sinker**

Subject/Course Code/Title/Curriculum Policy	
Minds On • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning	**Connections** L: Literacy ML: Mathematical Literacy AfL, AoL: Assessment for/as/of Learning DI: Differentiated Instruction
Whole Class or Groups of ? ⇒ Name of Activity and/or Strategy Description	
Action • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided > independent)	
Whole Class or Groups of ? ⇒ Name of Activity and/or Strategy Description	
Consolidation and Connection • Helping students demonstrate what they have learned • Providing opportunities for consolidation and reflection	
Whole Class or Groups of ? ⇒ Name of Activity and/or Strategy Description	

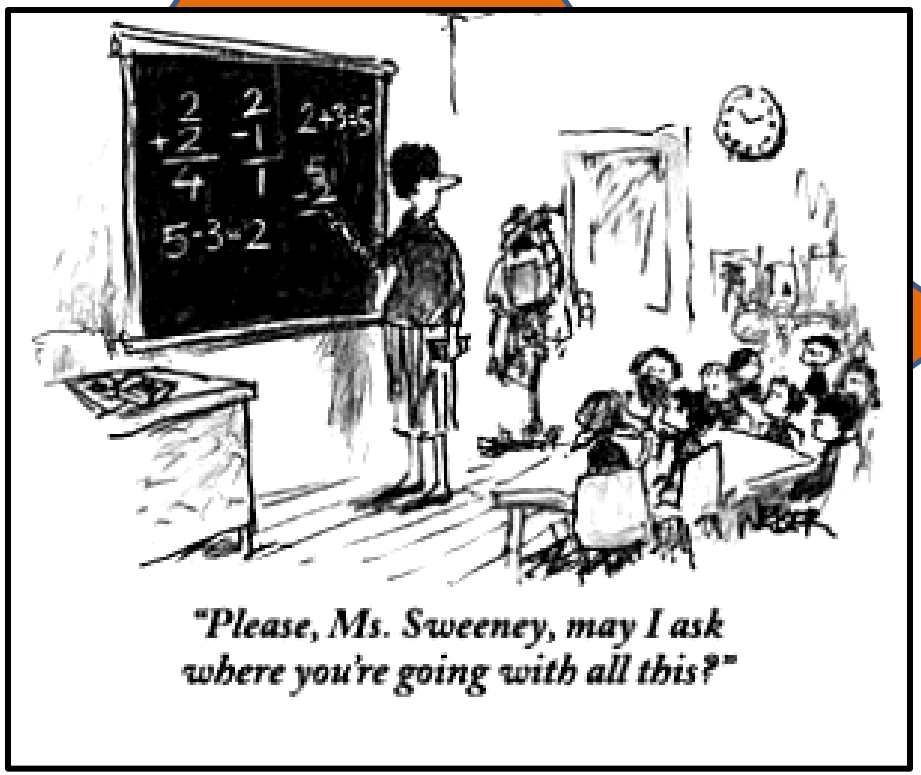

GRADUAL RELEASE OF RESPONSIBILITY
NOTE-MAKING FRAMEWORKS
MAKING CONNECTIONS WITH TEXT
3 PART LESSON

GRADUAL
RELEASE OF
RESPONSIBILITY

Focus Lesson

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Focus Lesson



"Please, Ms. Sweeney, may I ask where you're going with all this?"

Guided Instruction

Focus Lesson

Guided Instruction

Collaboration

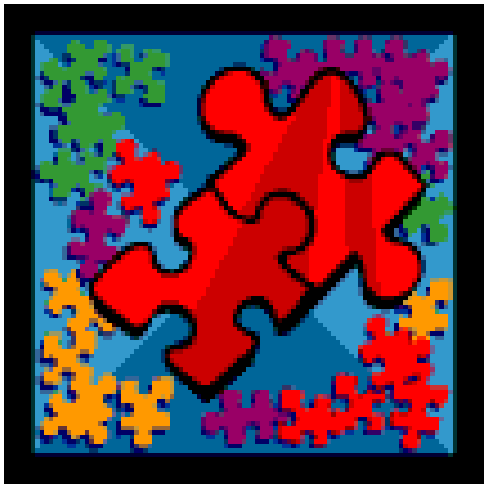
Focus Lesson

Independent

Guided Instruction

Text Reconstruction Strategy

- **What is the purpose?**
  - To identify main ideas and supporting detail
  - To promote active meaning-making
  - To see how texts are constructed and sequenced
  - To substantiate ideas



Text Reconstruction

- **Use a variety of text types:**
  - Graphical, informational, narrative, media
  - Range of difficulty levels so accessible to all
- **Texts are separated into chunks of information**
  - Specific info can be text, images, charts, etc
  - Be sure there is enough detail for students to make connections between chunks
    - Transition words/phrases, linking information

Students work in pairs or small groups to reconstruct the text.

Have groups compare notes, identifying why they chose to put parts where they did. Defend their choices.

Show students the original text.

Harry Potter and the Philosopher's Stone.

~~Star Wars A New Hope~~; sync

Hagrid

~~Ben~~ reveals to ~~Luke~~ that ~~Luke~~

was the best pilot he had ev

Harry

~~Luke~~ is also instructed in h

trains to become a ~~Jedi~~.

Quidditch player

Harry

~~Luke~~ has many adventure

such as ~~Han Solo~~ and ~~Pri~~

Ron

wizard

Harry Potter

~~Luke Skywalker~~ is an orphan living with his uncle and aunt

on the remote wilderness of ~~Tatooine~~.

Suburbia

Muggles

Hagrid

He is resucued from ~~ellens~~ by wise, bearded ~~Ben Kenobi~~, who turns

out to be a ~~Jedi Knight~~.

wizard

makes n

~~ight sabre~~ a

a ~~Jedi Kni~~

In the finale, ~~Luke~~ and his new friends ~~recei~~

Harry

win

All of this will be set to an orchestral s

Williams.

Quidditch matches

~~In the course~~ of these adventures he distinguishes himself as a top

~~X-wing pilot~~ in the ~~battle of the Death Star~~, making the ~~direct hit~~ that

Quidditch seeker

~~secures the Rebels~~ victory against the forces of evil, Slytherin.

Gryffindor

Lord Voldemort

Harry

~~Luke~~ also sees off the threat of ~~Darth Vader~~, who we know

murdered his uncle ~~and aunt~~.

Parents

Harry Potter and the Philosopher's Stone.

~~Star Wars A New Hope~~; synopsis

Harry Potter ~~Luke Skywalker~~ is an orphan living with his uncle and aunt on the remote wilderness of ~~Tatooine~~ suburbia.

He is resucued from ~~aliens~~ muggles by wise, bearded ~~Ben Kenobi~~ Hagrid, who turns out to be a ~~Jedi Knight.~~ wizard

~~Ben~~ Hagrid reveals to ~~Luke~~ Harry that ~~Luke's~~ Harry's father was also a ~~Jedi Knight~~ wizard, and was the best ~~pilot~~ Quidditch player he had ever seen.

~~Luke~~ Harry is also instructed in how to use ~~the Jedi light sabre~~ a magic wand as he too trains to become a ~~Jedi~~ wizard.

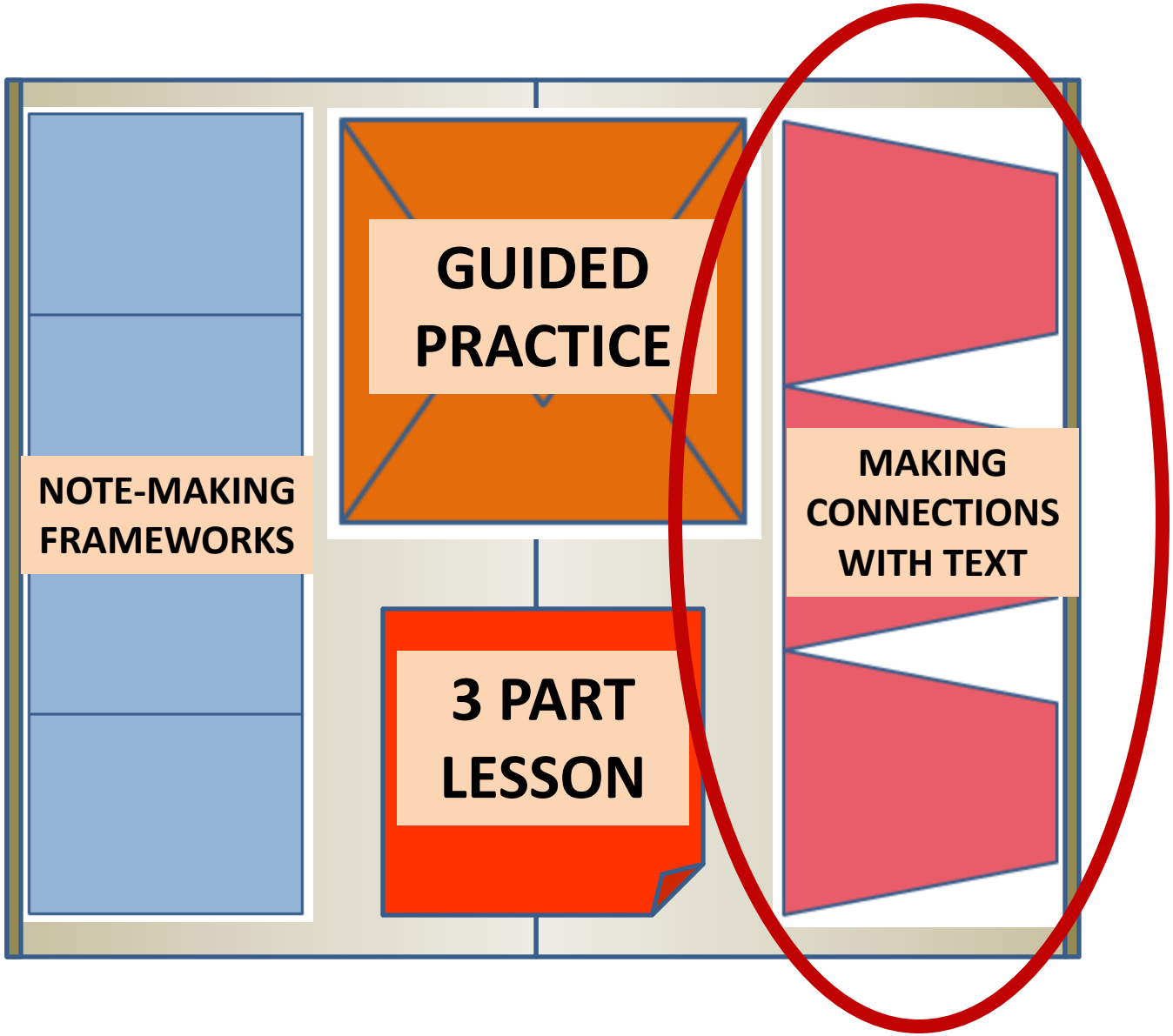
~~Luke~~ Harry has many adventures in ~~the galaxy~~ Hogwarts and makes new friends such as ~~Han Solo~~ Ron and ~~Princess Leia.~~ Hermione

In the course of these adventures he distinguishes himself as a top ~~X-wing pilot~~ Quidditch seeker in the ~~battle of the Death Star~~ Quidditch match, making the ~~direct hit~~ catch that secures ~~the Rebels~~ Gryffindor victory against the forces of evil, Slytherin.

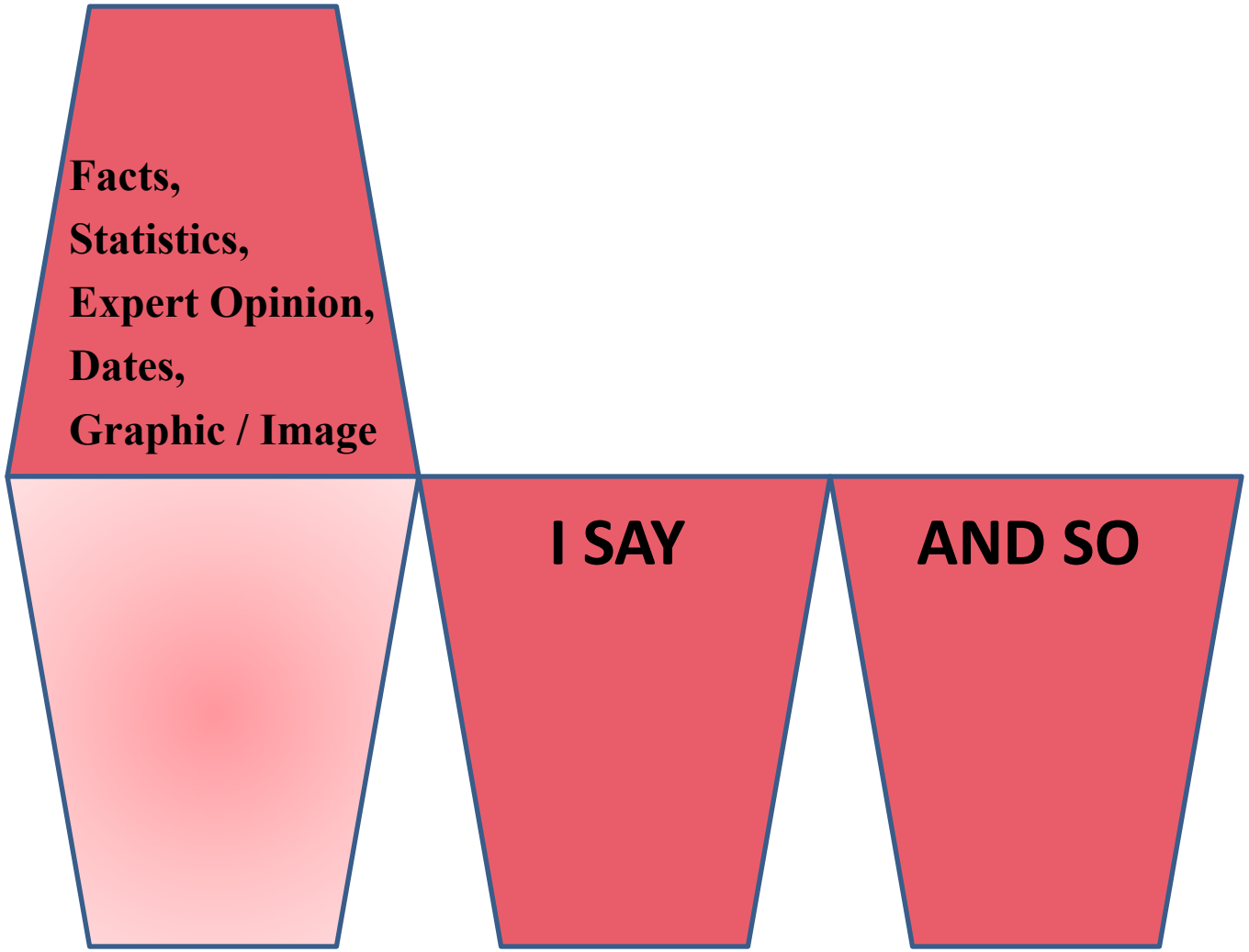
~~Luke~~ Harry also sees off the threat of ~~Darth Vader~~ Lord Voldemort, who we know murdered his ~~uncle and aunt~~ parents.

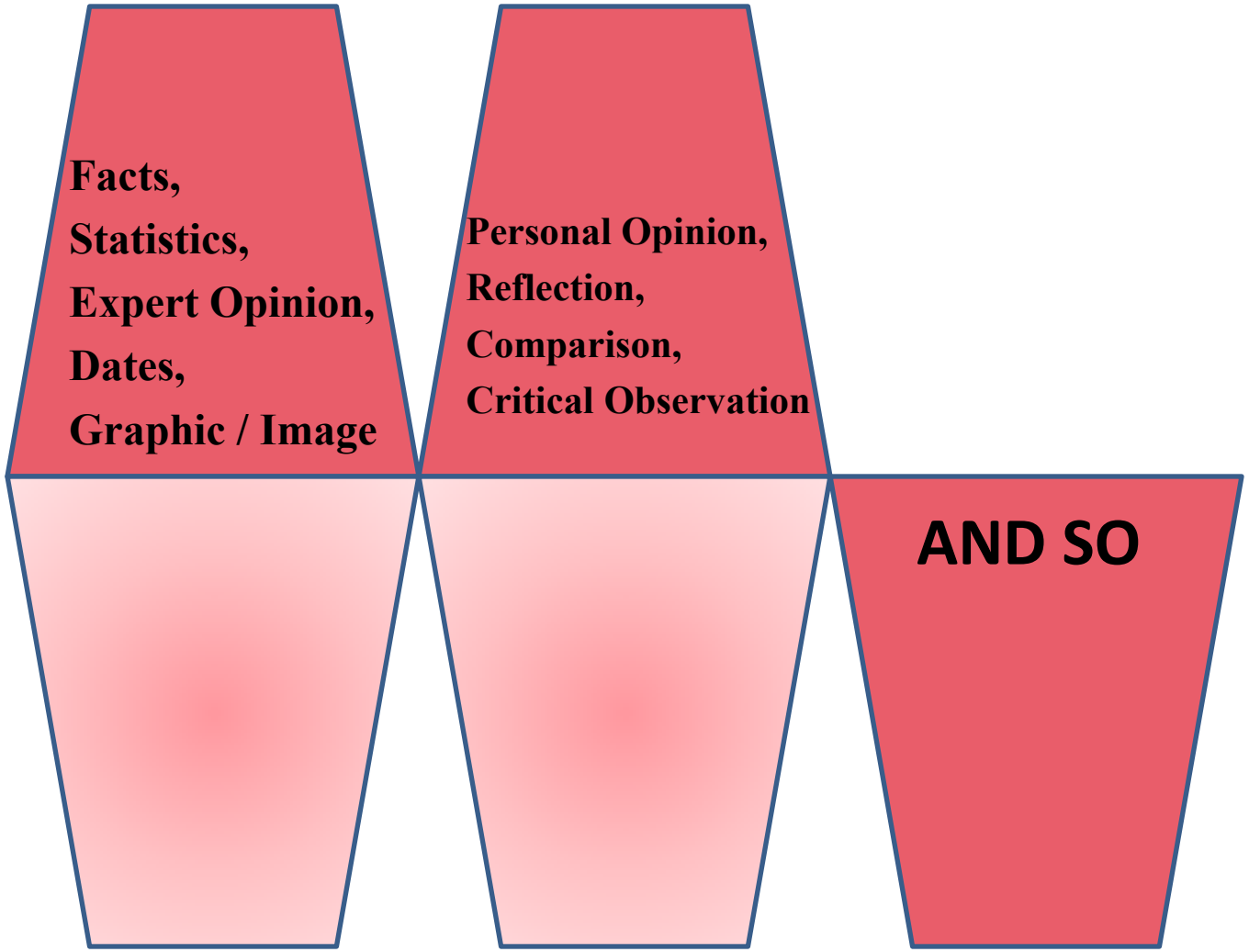
In the finale, ~~Luke~~ Harry and his new friends ~~receive medals of valour~~ win the House Cup.

All of this will be set to an orchestral score composed by John Williams.


GUIDED PRACTICE
NOTE-MAKING FRAMEWORKS
MAKING CONNECTIONS WITH TEXT
3 PART LESSON

Making Connections with Text


Facts,
Statistics,
Expert Opinion,
Dates,
Graphic / Image
I SAY
AND SO


Facts,
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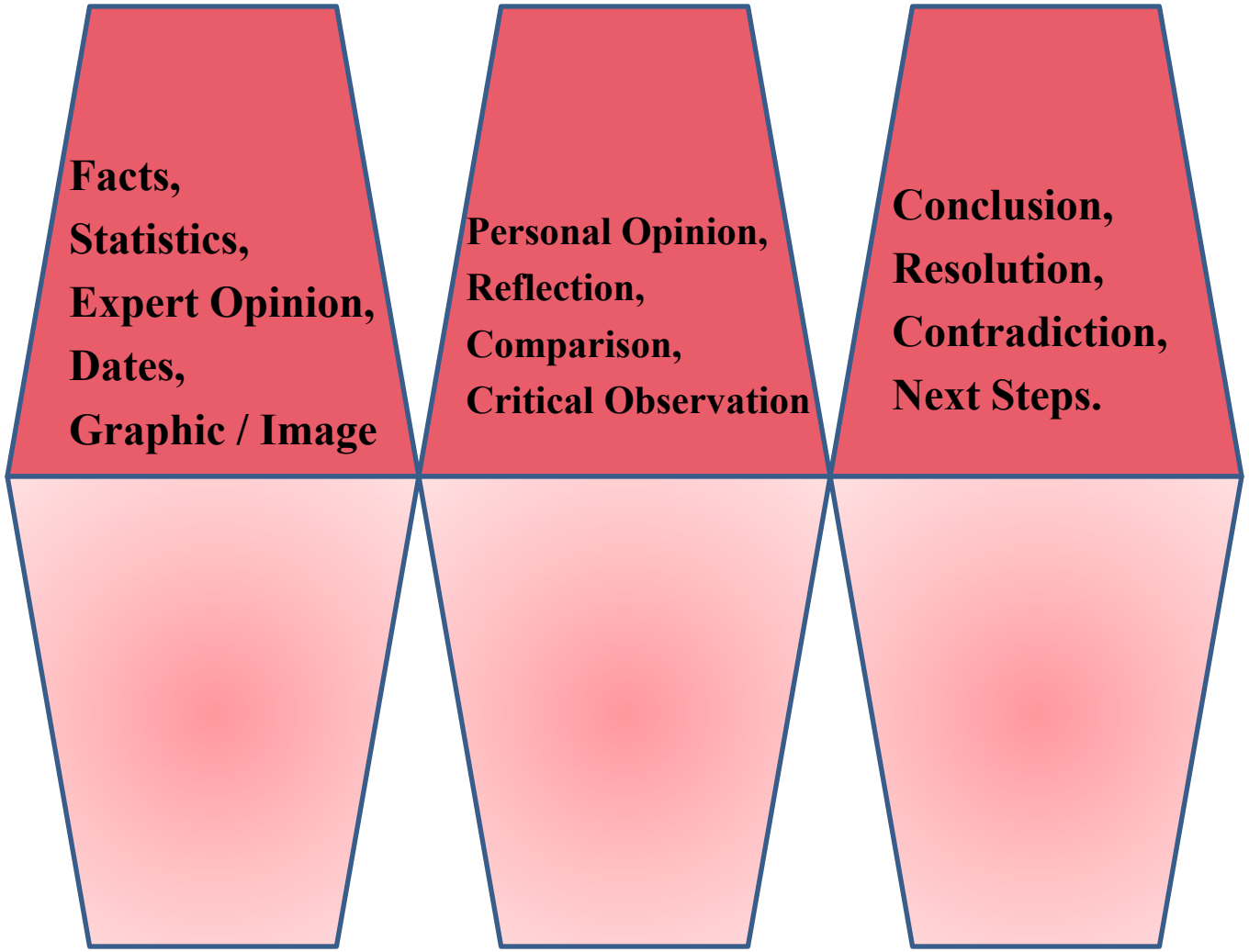
Personal Opinion,
Reflection,
Comparison,
Critical Observation
AND SO


Facts,
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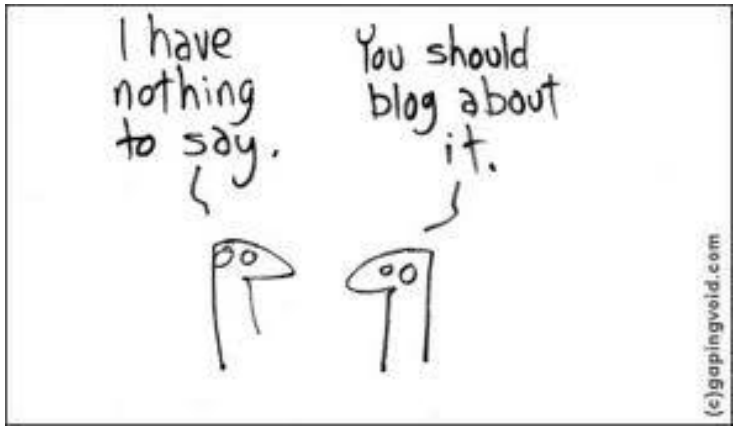
Dates,
Graphic / Image
Personal Opinion,
Reflection,
Comparison,
Critical Observation
Conclusion,
Resolution,
Contradiction,
Next Steps.

It Says, I Say, And So Strategy

stepping out®

- **What is the purpose?**
  - To make predictions
  - To support inference-making
  - To determine key words in a text
  - To determine main ideas in a text



It Says / I Say / And So

(Making Predictions and Inferencing)

It Says	I Say	And So
Facts, Statistics, Expert Opinion, Dates	Personal Opinion, Critical Observation, Reflection, Comparison	Conclusion, Resolution, Contradiction, Next Steps.

"Stand By Your Quote" with "It Says, I Say, And So…"
As you read the following text, choose a quote that resonates with you and write down any personal connections you have with this quote.

Wanted: Someone Who Cares

(Crossroads, 25)

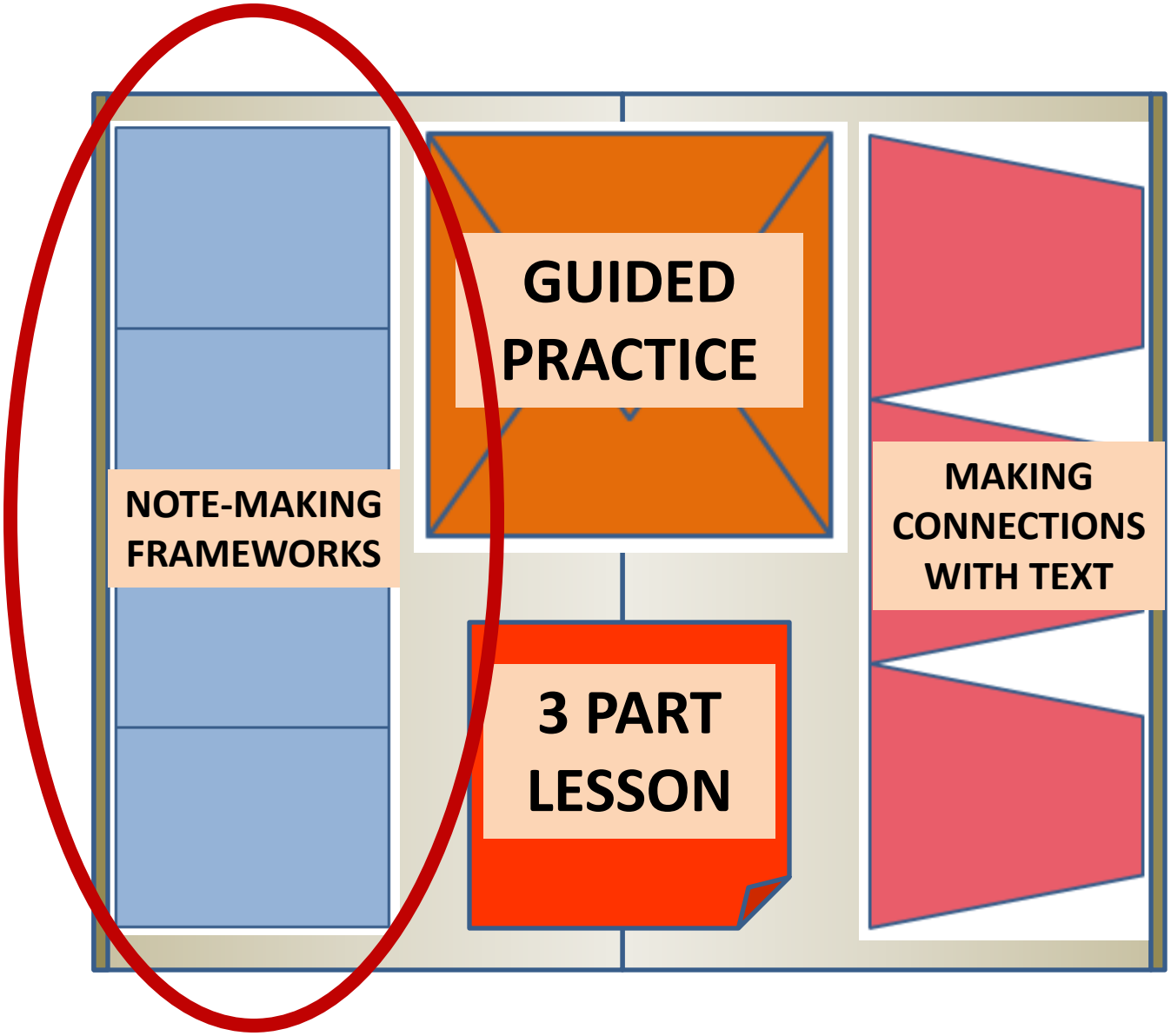
Who cares enough to accept me as I am,
Who does not condemn me for my shortcomings,
Who helps me to learn from my mistakes.

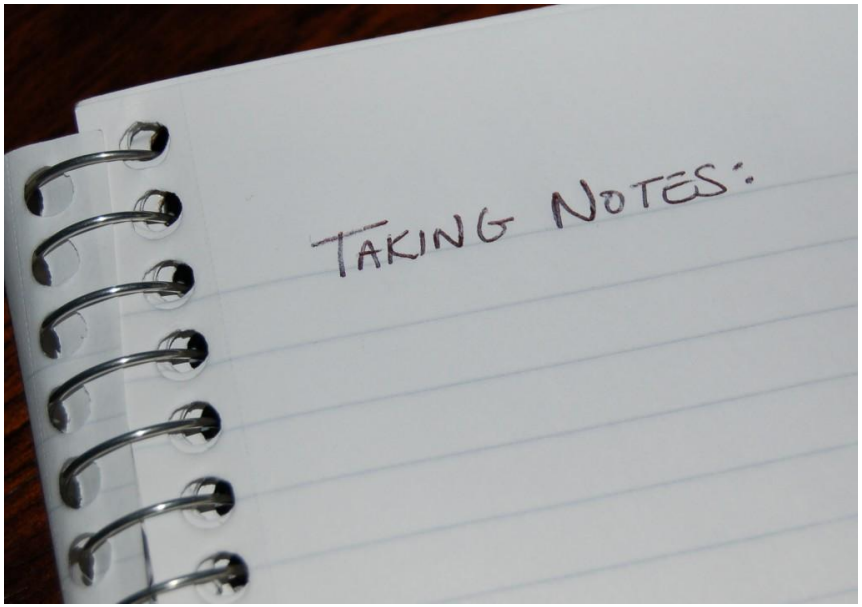
Who cares enough to respect me as an individual
with the right to learn and grow at my own pace
and in my own fashion.

Who will stand by to help when I need it,
but will release me from my own guilt,
and help me find constructive ways to deal with reality.

Who will encourage me to explore the world about me,
Who will open my eyes to beauty and my ears to music,
Who will listen to my questions and help me find answers.

Who cares enough to help me achieve my full potential,
And has faith in my ability to develop into a worthwhile person.
Could this someone be me?


NOTE-MAKING FRAMEWORKS
GUIDED PRACTICE
3 PART LESSON
MAKING CONNECTIONS WITH TEXT



NOTE-MAKING FRAMEWORKS

Cornell Notes	**Reading and Viewing Guide**	**Anno-Lighting**	**5 W's Chart**

Key Words	Details
Summary	

	Reading and Viewing Guide	**Anno-Lighting**	**5 W's Chart**

Details	Summary
Key Words	

Title:	I think it means:
Key Words and Phrases: Names/Titles: Places/Dates: Bolded/Italicized Words:	**I think these words are included because…**
Big Ideas and Quotations: Beginning: Middle: End:	**I remember this because…** An Authority said…
Resolution:	**I think the Big Idea is…**

Anno-Lighting

5 W's Chart

Key Words	Details
	Summary

Title:	I think it means:
Key Words and Phrases: Names/Titles: Places/Dates: Bolded/Italicized Words:	I think these words are included because…
Big Ideas and Quotations: Beginning: Middle: End:	I remember this because… An Authority said…
Resolution:	I think the Big Idea is…

Anno-lighting

What is it?

Annolighting = annotating + highlighting

Highlighting identifies key ideas.

Annotating records responses to the ideas

Purposes/Goals of *Annolighting:*

- Increase comprehension: main ideas/ key concepts/ challenging vocabulary
- Develop note-taking skills: target, reduce and distill important information
- Cut down on study time: focus on highlighted text and notes
- Monitors thinking: responses, summaries, questions, connections, predictions

5 W's Chart

BLOGGERS

Leonard Sax, MD, PhD

After earning his bachelor's degree in biology from MIT, and the
PhD (in psychology) from the University of Pennsylvania, Leonar
a three-year residency and then launched a family medical practice in a suburb of Washington DC. He practiced in the same town for 18 years. During that time, as he watched his own patients grow from toddlers to tweens to
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and more hardwired, than is generally recognized. His first-han
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around the United States, Canada, Australia, New Zealand, and the United Kingdom
a series of articles, and three books, on the importance of gender in child and adolescent development. In 2008, Dr. Sax hung up his stethoscope in order to devote himself full-time to "being a better Dad and a better husband" - and also in order to have more time to study the emerging science of sex differences. His peronal web site is www.leonardsax.com

He's an MD and PhD.

He noticed differences between and among boys and girls are hardwired.

He's written many articles and books on why gender is important in development.

Key Words	Details
	Summary

Title:	**I think it means:**
Key Words and Phrases: Names/Titles: Places/Dates: Bolded/Italicized Words:	**I think these words are included because…**
Big Ideas and Quotations: Beginning: Middle: End:	**I remember this because…** An Authority said…
Resolution:	**I think the Big Idea is…**

What is it?

Annolighting = anno

Highlighting identif

Annotating records

Purposes/Goals of A

• Increase compreh challenging vocabul

• Develop note-taki important informati

• Cut down on study notes

• Monitors thinking connections, predic

Five W's Chart

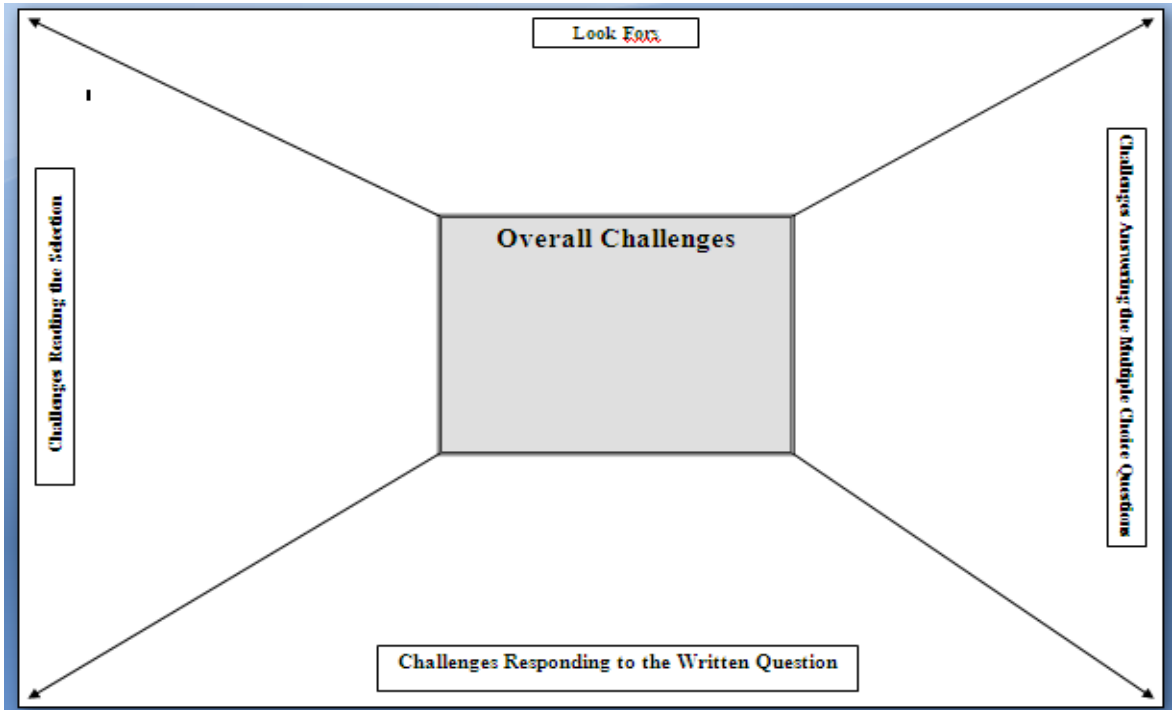
Fill in each row with details that answer the question.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

EXIT TICKET:

Placemat Strategy

Use the placemat provided to identify which strategies presented today will help students who experience difficulties in reading and responding to a text selection.



Literacy Strategies

- Shutter
- Text Reconstruction
- It Says, I Say, And So
- Cornell
- Reading and Viewing Guide
- Anno-Lighting
- 5 W's
- Placemat
- Differentiated Assessment
- Teaching All Kinds of Minds: Neurodevelopmental

Dad Labs: Focus on Media

- Daddy Does Retro video on media
- http://www.dadlabs.com/videos.html?limitstart=10&sid=1&view=dvideo

THANK YOU

CONTACT

Please contact us for clarification or with specific requirements.

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